SEP 7 1927

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Journal of EDUCATION

BOSTON, MASS.
Vol. CVI. No. 8

September 5, 1927

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Unanswered Questionnaires

PERSONS who issue questionnaires are inclined to be severe on persons who do not reply. We have in mind the promoter of a good questionnaire who confined his inquiry to his county, a large county, and half of the superintendents and principals replied, and he assumes that the other half had no professional interest whatever.

The fact is, the more professional a superintendent is the more likely he is to be so busy promoting some professional scheme in which he is greatly interested that he has no time to give to a professional scheme in which someone else is tremendously interested.

As a rule the men who do not respond to an elaborate questionnaire are more professional than those who, having no personal professional vision, have time to attend to someone who issues a questionnaire.

California is the national prize-winner in high school and college contests.

Improved Chicago Pensions

THE Chicago teachers have made real progress in the matter of pensions. Of the twenty-five years of service to secure a thousand dollars ($1,000) at sixty-five only the last fifteen need have been in Chicago. A teacher need not retire till sixty-nine of age, and the pension will be $1,100 at sixty-six years of age, $1,200 at sixty-seven, $1,300 at sixty-eight, and $1,400 at sixty-nine. This is in addition to any annuity she may receive from the existing Teachers' Pension Fund. The tenure rights of teachers are also protected.

Connecticut steps to the front by making the salary of State Commissioner of Education Dr. A. B. Meredith $12,000. We think that only two other state commissioners are thus favored.

The Laura Spelman Rockefeller Foundation is rendering educational service of inestimable value.

A. C. Roberts to San Francisco

THE election of Alexander C. Roberts, dean of State University of Washington, as president of the State Teachers College of San Francisco is one of the notable events of the season both for Dean Roberts and for California. The college will enter upon enlarged usefulness. It would do that anyway because of present conditions in California, but more especially with Dean Roberts, who has the experience and the personality, as its chief.

The college has had notable leadership under men like John Swett and Fred Burk, the former as a national figure in educational wisdom for half a century, and the latter as a genius in educational progress for a third of a century.

Alexander C. Roberts was eminently successful as superintendent of Everett, one of the best cities in the Pacific Northwest, so successful that he was elected to the never-opened State Normal School of Centralia. The deanship of the State University was most congenial, and he demonstrated remarkable administrative ability, keen insight, clear vision and superb tact.

State Superintendent W. J. Cooper has made a glorious "get-off" in his administration by giving San Jose and San Francisco two eminently qualified leaders.

Berkeley, California, has a Sunshine School with forty children and two teachers. It is one of the most heroic departures in the establishment of health.

Five times as many children are killed within two blocks of their home as within two blocks of their school.

The Briand Awards

A NATION-WIDE contest that has attracted wide-spread attention in America and foreign lands came to an end with the announcement of awards in the Briand speech competition. In this contest for the first time in America's history a hundred thousand of its young citizens have read carefully and studiously the speech of a living foreign statesman written in his own tongue.

Henry Grattan Doyle, dean of men and professor of Romance languages in the George Washington University, chairman of the committee in charge of the competition, has announced the names of the six college students and six high school students who received prizes for the best translations of the speech delivered by Foreign Minister Briand of France on the occasion of the welcome of the German delegation to the League of Nations at Geneva last September.

The 2,576 papers sent in from 1,654 colleges and high schools in every state in the Union were first read by French instructors who selected the best translations. Then the six in each group that were considered best in English style were chosen by a committee of prominent Washington newspapermen.

The six college students who won prizes are: First, Caroline M. Stabler, Ednor, Md., Smith College; second, Yoa E. Gross, Elkhart, Ind., University of Indiana; third, Regina Hamelin, Trinity College, Washington, D.C., and Elizabeth von Sterenberg, Knox College; fourth, John W. Cutler, Yale University; fifth, Eleanor Osborn, State Normal School, Kalamazoo, Mich.; sixth, Philip Lester Boardman, Colorado State Teachers College, Greeley.

The six high school students to whom prizes were assigned are: First, June Robinson, Western High School, Washington, D.C.; second, Joel Brenner, Public Latin School, Boston; third, Pauline Shoemaker, Central High School, Washington, D.C.; fourth, Alice M. LeBlanc, High School, North Attleboro, Mass.; fifth, Virginia Emery, East High School, Cleveland; sixth, Frances Pettit, Catholic Central High School, Grand Rapids, Mich.

Dr. Arthur Haas, University of Vienna, lecturing in the United States, says the sun in three thousand years has lost less than one per cent. of a millionth part of its mass.

From Beatrice to Lincoln

ONE of the really significant changes of the season is the transference of W. H. Morton from the superintendency at Beatrice, Nebraska, to the Department of Education of the State University at Lincoln. He will be the director of teacher training and principal of the Teacher College High School. He has been universally recognized as highly effective in superintendence in the state. He has been in Beatrice five years, prior to which he had been at the head of the schools of four cities in the state, Plymouth, Fairmont, Ashland and Fairbury. He combines devotion to educational scholarship with professional poise and progress.

George Bernard Shaw will use his $35,000, the Nobel Prize, for the mutual benefit of Sweden and Great Britain. Theodore Roosevelt used his $40,000 Nobel Prize for the promotion of industrial peace.

Harvard University offers 132 courses with 82 Harvard professors and 38 professors from other universities.

Remarkable University Situation

By A. E. WINSHIP

IN 1927 there have been twenty-one college and university presidents and three highly important deans elected.

Of these twenty-four elections not one was promoted from the faculty, not one was selected from the state, not one was a subject specialist, not one was elected from a political career, not one from a business career, and only one from a religious career. The list is interesting.

The Pennsylvania State College elected as its president President Ralph D. Hetzel of the New Hampshire University at Durham.

The New Hampshire University elected President Edward M. Lewis of the Massachusetts State Agricultural College at Amherst.

The Massachusetts State Agricultural College elected Roscoe W. Thatcher, director of Agricultural Experiment Station, Cornell University.

Lafayette College, Easton, Pennsylvania, elected President William M. Lewis of George Washington University, District of Columbia.

George Washington University elected Cloyd H. Marvin, recently president of the University of Arizona at Tucson.

The Iowa State College of Agriculture elected President Raymon M. Hughes of Miami University, Oxford, Ohio.

Miami University elected President A. H. Upham, State University of Idaho.

Oberlin College, Ohio, elected Professor Ernest Hatch Wilkins, Chicago University.

State University of Nebraska elected President Arthur G. Crane, State University of Wyoming.

Georgia State College of Women, Milledgeville, elected Ambrose L. Suhrie, a dean in New York University.

Franklin College, Indiana, elected Professor Homer P. Rainey, State University of Oregon.

University of Tulsa, Oklahoma, elected President John D. Finlayson, president, Municipal University of Wichita.

Municipal University of Wichita elected Professor Harold W. Foght, State Teachers College, Aberdeen, South Dakota.

Municipal University, Detroit, elected Augustus R. Hatton, of Cleveland.

Rhinehart College, Waleska, Georgia, elected W. M. Bratton, of Cleveland, Tennessee.

Averett College, Danville, Virginia, elected Dr. J. W. Cammack, secretary of the Education Board of the Southern Baptist Board.

State Teachers College, DeKalb, elected President J. C. Brown, State Teachers College, St. Cloud, Minnesota.

State Teachers College, San Francisco, elected Alexander C. Roberts, dean, State University, Washington.

Evansville College, Indiana, elected Rev. Earl E. Harper, Auburndale Methodist Church, Newton, Mass.

College Shreveport, Louisiana, elected William Garner Burgin, Professor Winthrop College, Rock Hill, South Carolina.

Also the Oregon State Agricultural College elected J. R. Jewell, director of the School of Education of Arkansas State University at Fayetteville, as director of the School of Education of Oregon.

The State University of Arkansas elected J. O. Creager, dean in New York University, as director of the School of Education.

Chicago University has elected Dean G. A. Works of Cornell University, Ithaca, as dean of its Graduate Library School, established by the Carnegie Foundation with an endowment of a million dollars.

The wide range of selections is interesting. They are from State universities in Washington, Oregon, Idaho, Wyoming, Arizona, Arkansas, New Hampshire, Ohio, from other State Colleges in Massachusetts and South Carolina, and two from Cornell, two from New York University, and one from Chicago University.

This cannot be accidental or incidental. There must be a great underlying current of events.

In two other institutions there was an exception to this rule. The St. Cloud, Minnesota, State Teachers College promoted from the faculty, and the San Jose, California, State Teachers College selected from the state, taking a dean from the Southern California University.

When Thomas A. Edison was between seven and eight years old his teacher told him he was "addled." He "sobbed out the story to his mother, who took him out of school and taught him herself, and never again entered him in a public school."

—Daniel Wolford La Rue.

Belding's Page

AN OPTICAL ILLUSION

TEACHERS in ten thousand corridors are saying among themselves: "Did you ever see such tiny boys and girls as we have in our classes this year? They seem to be younger and smaller than ever."

It has been seeming that way for a long, long time to teachers and everybody who observed the incoming pupils, year after year. It is an optical illusion. This year's freshmen probably average to be just as old and just as large as last year's freshmen did when they came along. During the year last year's freshmen grew to be sophomores or middlers. And the teachers do not remember how diminutive and verdant they appeared that first week of school.

Admittedly there has been a shortening of a few months or perhaps a year or more in the time taken to bring the average pupil to the end of high school—this within a generation. But the process has not gone on at the rate one would imagine from these early impressions of September classes; for if it had, the colleges, by now, would be drawing their freshmen from the cradle!

STAGE AS EDUCATOR

THE Repertory Theatre of Boston is said to be the only entertainment house in America to be exempted from taxation as an educational institution. The nation and the several states could well afford to remit taxes upon every theatre in the country if every one of them would wield its immense power in the cause of civilization. No, not by turning itself into a school and driving away audiences by dint of pedantry; but merely by taking itself seriously, professionally rather than commercially; by supplying clean and wholesome plays that are at the same time delightful. Some very fine plays are staged from time to time, and are run at a profit in regular theatres. We need more of this kind.

HORIZONS EXTENDED

COUNTLESS teachers have been stretching their horizons with travel the past summer. Interesting and useful as may be the bits of information picked up along these journeyings, the greatest value of them lies in the deeper realization of a common heritage and kinship of all people everywhere. The homeland, the home state, the home city, will be better understood and appreciated because of comparisons inevitably made in travel. Yet half the benefit will have been lost if the observer has not glimpsed some reasons why those in distant places like their habitats and customs best. The boys and girls of America are to be congratulated upon the fact that so many of their teachers have found time and means for visiting strange lands or far-off states and are now returning with fresh eagerness, awakened understanding, and new knowledge to their classrooms.

FAITH IN LIFE

A PRIZE of $1,000 has been offered by the Repertory Theatre (Boston) for the best full-length American play which shall hold up to the youth of today faith in life. Here is a conscious effort to check the suicide epidemic among students and other young folks. Although the percentage of suicides is very small, no one can doubt that a considerable number of young men and maidens are viewing the universe with distorted vision and perspective. For these a play which teaches faith in life might prove invaluable.

How many teachers, by the way, might any of us name who have taught faith in life by their whole attitude and character—their joyous courage, their sympathetic understanding, their belief in the possibilities of the young souls about them, their wise helpfulness, and their own facing of adversity.

TEACHING THE CONSTITUTION

A COMMITTEE of the American Bar Association has issued a report criticising the kind of instruction given by the schools in the Constitution of the United States. The committee believes that to know the Constitution is to become its defender; and that such knowledge is an essential of good citizenship. The criticism is not aimed at the teachers so much as at the way in which this duty is put up to them. The laws of thirty-seven states require the Constitution to be taught in the public schools; yet there are so many other subjects that this one is crowded into a minimum of time and usually made a part of the instruction in history or civics. The barristers' committee recommends a separate and distinct course, however brief.

There is a trace of treason in teaching the basic law of the land superficially or perfunctorily. It should be taught by those who understand and admire it.

Auson W. Belding

Associate Editor.

Starting the School Year Right

By AMBROSE L. SUHRIE

New York University

WITH the opening of the new school year several millions of children will enter for the first time the nearly 800,000 classrooms of the public schools of America. It is a matter of far-reaching importance that they should be well received by their teachers, that they should be properly classified and adjusted to the school organization in which they are to work, and that they should be made happy in their new environment.

Every well-trained teacher accepts responsibility for doing everything in her power to create in her classroom at all times and especially at the opening of the school year such a spirit of good will as to make every student feel happy and contented with his associates and satisfied with the social environment in which he must do his daily work.

George Dooley once said (and I quote him in the vernacular): "When you're gittin' edicated it don't matter what you study gist so you don't like it." Until twenty-five years ago there was a prevailing belief that school work must of necessity be full of unpleasant tasks and unhappy experiences.

But times have changed. We now think of a school as a place where young people come together happily to educate themselves and each other with the help of good teachers. We no longer consider a school successful in the fulfilment of its mission unless children and teachers are happy in their work. Teachers are no longer taskmasters or timekeepers. We think of a good teacher as a comrade, as one in whose presence individual effort and group co-operation are easy and natural. We think of her as a foreman who can create worthy ideals, right attitudes and permanent life interests, who knows how to promote co-operation and to develop the team spirit, who as an expert workman herself is able to direct the efforts of others to successful achievements.

Almost every child who early in the first year of his school career gets properly adjusted to such an organization and in each succeeding year comes under the influence of such a teacher is reasonably sure to succeed. It is a matter of supreme importance that all of the millions who enter our schools for the first time this fall should get a good start under teachers who know how to promote joy in co-operative endeavor.

With the opening of the new school year about 120,000 teachers will enter for the first time upon the work of instruction in American public schools. It is likewise a matter of far-reaching importance that they should be well received by their fellow teachers of experience, by their principals, by their supervisors, by their superintendents, and by the communities in which their work is to be done.

Every well-trained and efficient principal accepts responsibility for doing everything in his power to create in his building at all times and especially at the opening of the year such a dynamic manifestation of the spirit of helpfulness as to make the new teacher on his staff—and especially the beginner—feel thoroughly at home in the happy comradeship of a group of congenial professional associates. The really successful principal is one who can quickly and completely win for his organization the professional loyalty of all who join his instructional staff. There is an element of tragedy in the way in which, the speed with which, some otherwise efficient principals lose the confidence of beginning teachers.

The writer has, in the course of many years, enjoyed the professional confidence of thousands of normal school graduates. Scores and scores of them have told him of their heartaches at the beginning of their teaching experience, occasioned by the failure of principals, supervisors and superintendents to manifest any appreciation of their difficulties or even to give them credit for worthy motives and painstaking endeavor.

The principal should take great care to give his new teachers, and especially his beginning teachers, such assignments as will tend to insure their success from the first day, and he should lose no chance to speak a word of encouragement whenever possible. The supervisor should go out of her way to bring some real assistance and commendation to the beginner as early in the term as possible. The superintendent should be especially solicitous about the welfare, the happiness and the success of the beginner. About one-sixth of all our teachers in any given year are beginners. It is a matter of the utmost importance that they should all get a good start under the most favorable circumstances and that they should, from the beginning, be made to feel at home with their experienced comrades and their superior officers in the profession.

A Code of Ethics for Parents

By H. C. PRYOR
Pittsburg, Kansas

REALIZING that our highest duty is to pass on to our children the best social heritage that we can provide, we, the patrons of the American public school, do endorse and promise to practice this code of ethics in our relationships with the school.

ATTITUDE TOWARDS THE LOCAL SCHOOL SYSTEM

1. We will keep informed through official sources as to the needs of our school and will maintain a sympathetic attitude towards it.

2. We will ungrudgingly support our school to the fullest extent consistent with the resources of our community.

3. We will serve it faithfully whenever chosen to act as board members, P. T. A. officers or in other official capacities.

ATTITUDE TOWARDS THE BOARD OF EDUCATION AND THE LOCAL TEACHING STAFF

4. We will use our influence to elect as members of our Board of Education those who have business ability, good judgment and broad education.

5. Realizing the importance of each step in education, we will insist that equally well qualified teachers be employed for all grades and that no child be neglected or discriminated against because of race or place of residence.

6. In order that the interests of the children may be most effectively promoted we will support and co-operate with the teaching staff and the Board of Education to the fullest possible extent. If we sincerely believe them to be in the wrong we will be frank and open in our criticism. We will be equally ready to change our opinions and to make amends for any injustice done.

7. As individuals we will expect nothing for our children or ourselves contrary to the interests of the entire school.

8. We will make no hurried criticisms, but will act only on the basis of accurate and first-hand information, and after sober judgment.

9. Realizing the harm done to children through unwise and indiscreet criticism we will discourage fault-finding on their part and will ourselves refrain from adverse criticism of teachers or of the school in their presence.

10. We will see that the best living conditions which the community affords are available to all teachers at a reasonable price.

11. In order to make teachers comfortable and happy and to promote mutual understanding we will take them into our home and community life.

12. We will frequently avail ourselves of the opportunity to visit the school and to get first-hand information regarding the equipment, the teaching and the school activities of the children.

ATTITUDE TOWARDS THE HOME LIFE OF THE CHILD

13. We will accept our share of the responsibility of the home and school as partners in the rearing of children to manhood and womanhood.

14. We will co-operate with the school in developing and protecting the health and character of our children and in training them for better citizenship and parenthood.

15. We will co-operate in providing wholesome recreation not only for our own children but also for those who are less fortunate.

16. We will provide home conditions favorable for study.

17. We will encourage a sympathetic and constructive attitude towards the school and its activities.

ATTITUDE TOWARDS EDUCATION AND CHILD WELFARE IN GENERAL

18. We will always look upon the school as the foundation of our national life, the guardian of the best in our social structure and the cradle of permanent reform.

19. We will study and support worthy child welfare legislation, both state and national.

20. We will subscribe to, or at least read, periodicals and books relating to the education and nurture of the child.

21. We will express our attitude in a practical way, through membership and active service in the Parent-Teacher Association.

I believe we can declare without hesitation that the perpetuity of this nation, its solidarity, its unity of aim and purpose and effort are more in the hands of the teacher than any other one influence in America.

The having and the holding of the right kind of teacher in the schools of America is the chief concern of the republic.

—Francis G. Blair.

Education for a Democracy

By R. O. SMALL
Massachusetts Director for Vocational Education

IN a scheme of education devised for the children of a representative democracy work and work habits coupled with a high degree of intelligent appreciation of the finer things of life are essential elements.

Of what does a democracy consist? Let us look at a typical cross-section of democracy: this city. Let us examine it having in mind as we do so the needs of this democracy and the preparation for meeting these needs through training our young workers.

We need professional men and women, but we do not need them in large numbers; it would not be well for us if all were in the professions. Training for the professions we call professional education. The business and commercial life of a democracy must be given careful attention. We no longer think of securing the corps of workers in this field without affording them an opportunity to secure training; we have accepted commercial education as necessary. Democracy cannot survive without the producers of the finished articles of our industrial world, the skilled worker and the artisan. The training for placement in the productive industries we call industrial education, and it is a phase of education which must be more fully developed. But democracy needs more; it must be fed, clothed and sheltered. Somewhere and by someone crops, the raw material from which these needs are met, must be planted, cultivated, and harvested. Organized training for this undertaking we call agricultural education.

In our cross-sectioning of democracy we have found a need for professional, commercial, industrial, and agricultural service, and we have proposed training for our youth to meet these needs. But a greater need in a democracy than any yet named remains to be mentioned. A democracy may not survive save as the homes are preserved intact. As an occupation homemaking is the most important pursuit mankind engages in. For the woman and the mother in the home, homemaking is the most important profession in the world; in its most complete development it embraces the essential of fifty other occupations. It is a very natural division of labor which gives woman charge of the home. But some women must seek employment in industry. The woman worker should supplement the man and not supplant him, and marriage will unquestionably ever be a barrier to woman's entry into the higher positions in industry.

Our problem and our social duty is to prepare women for both industry and homemaking, and the school work organized to train for successful and effective homemaking is called Household Arts education.

The opportunity should be afforded for all of this training in full-time, part-time, and evening school classes. In the programs organized for the vocational all-day school work definite assignment for instruction in citizenship, hygiene, and in general improvement courses should occupy at least one quarter of the time.

Origin of the Junior High School

THE Junior High School seems to be as secure in the public school system as the kindergarten, and it is important that its history be clearly established. It is most gratifying that Dr. Ernest C. Moore in the Los Angeles School Journal makes it perfectly clear that the credit belongs to John H. Francis. We print Dr. Moore's article:—

"Mr. Francis unmistakably was the inventor of the junior high school idea and the father of the junior high school. While I was superintendent of schools he was principal of the Polytechnic High School. Because of faithful and persistent service he was given, in the spring of 1909, a half-year's sabbatical leave, which he spent in Europe. I have a distinct recollection that he wrote me describing what he had seen, outlining a new kind of school, which he said we must institute in our country, and asking me for a list of educational institutions which he should visit before returning home. The inspiration which led him to write that letter outlining a new kind of school which we must set about building came to him in Italy. His plan was not based strictly upon anything that he saw there but rather was provoked by what he saw was lacking. When Mr. Francis returned home I remember quite vividly that he came to my office and made me promise to recommend the creation of a junior high school to the Board of Education. So convincing were his arguments that I myself was convinced by them, and gave him my word that if possible I would recommend the creation of that new kind of

school, but I further recall that the financial stress upon us that year was so great that I had to tell him I could not carry out my promise to him. If I had been able to do that, and the Board had consented, I should have had the honor of creating the first junior high school in the United States. That was not to be my privilege.

"Dr. Frank Bunker was my assistant superintendent of schools. At the end of the year he was called to Berkeley as superintendent of schools of that city. He took Mr. Francis' idea of a junior high school with him to Berkeley, and proceeded to open the first one ever organized there, but I believe Dr. Bunker would be the first one to acknowledge Mr. Francis as the inventor of the idea of the junior high school.

"When I left the superintendency of schools in Los Angeles in 1910 to go to Yale University Mr. Francis was appointed by the Board of Education as my successor, and immediately set about making the large improvements which he effected in the school system of this city. One of his first undertakings was the beginning of that system of junior high schools which so flourishes here at the present time.

"I look upon Mr. Francis therefore as the unmistakable, the undoubted, and the unquestioned creator of the junior high school. It is wonderful that in so short a time the idea has spread over the entire United States, and I think over a large part of the world. Rarely is it given to an inventor to see his invention command the attention of men everywhere as it has in this case."

Junior Achievement

By FREDERIC R. WILLARD
English High School, Lynn, Mass.

WHEN I graduated from the grammar school there were seventy-five boys and girls in my class. Fourteen of us went on to high school, a few more to a commercial school, five kept on through college. The rest of the class went immediately to work, or in the case of many of the girls, stayed at home and helped keep house.

The business and industrial world was all set to receive fourteen-year-olds; not only all set, but actually depending on receiving a young army of them yearly. In these thirty years this has changed. We buy everything possible from the stores, from clothes to bread. Slow moving times have been displaced by rapid transit all along the line. Everything, it would seem, has undergone radical and transforming change—except human nature. This is unchanged. It is still subject to the elementary mental processes, still stirred and influenced by the same emotions that have dominated boys and girls from the beginning of time. It is still necessary to do one's own thinking, and the old-fashioned moral law is as imperative in its demands as ever. Sin and sinners have always been common, although I think the modern aspects of sin and modern fashion of sinner are different, not better or worse. City congestion is increasing at an alarming rate. The back woods, like the bottom of the ladder notion, has disappeared. Everything and everybody is on the move. Quiet hours, daily prayers, sociables, lyceums, have given place to a widespread restlessness for modern allurements. If variety is the spice of life, we are living today a highly-seasoned existence. The traffic cop has become a fearful necessity. Indeed, we are fast taking over the idea of regulation by appointed officers into the mental, spiritual, ethical and political realms.

To have proposed an idea like Junior Achievement thirty years ago, in order to take up the slack in the lives of young people, and furnish them with try-out, interesting employment in their leisure time, would have been akin to bringing coals to Newcastle. Work in those days always lay dead ahead. There was no detour provided for most boys and girls. Work was inescapable. A job to get was more the thing than what it might pay when gotten.

It is to meet these new conditions of life that have come upon us so rapidly, that ideas like that dominating Junior Achievement have been created. And of the new ideas of this type no other in my experience is so satisfactory, appealing, and practical. It suits the needs of the modern life of young people most aptly. It does pretty well what the chores used to do.

It is generally agreed today throughout the United States that the junior high school plan of school organization is sound. Among the several underlying reasons for this agreement is one that appeals to me very strongly, namely, that it is one of the most important agencies of vocational guidance. The three years usually allotted to this part of the school system are the years from about the twelfth to the fifteenth of the child's life.

The psychological effect of separately grouping pupils during this highly impressionable period is immeasurably valuable. Although

there is at this stage of development of the Junior High School unit wide differences in the extent to which school administrators provide a curriculum in which there is a systematic attempt to offer try-out courses, it is becoming more and more common practice, as it ought to be. Many typical curricula show such courses as wood and metal working, electrical work, printing, machine shop practice, automobile repairing, typewriting, household arts, and the many subjects listed under the head of free-hand drawing. In rather a large number of schools of this type there are special classes for those who for one reason or another do not fit into the regular school organization, called "pre-vocational" or "opportunity" classes or centres.

Junior achievement becomes, therefore, in the out-of-school hours of boys and girls from eleven or twelve to fifteen, a sort of informal continuation school dominated by similar try-out courses or project motives. In place of the class group is a club or socialized group.

There are two phases of the Junior High School movement that make important contribution to the newly devised Junior Achievement scheme.

The fact that the school age of this period is looked on as having a critical psychological importance, with aspects of the child's mental development in their sensitive stage, so that prevocational, try-out problems make a special appeal.

This appeal in the Junior High School is frequently looked on as an "opportunity" experiment, where the child may possibly be brought face to face with the thing he has aptitude for performing.

Among the seven cardinal objectives promulgated by the committee of the National Education Association for the reorganization of secondary schools is training for leisure. This objective presents a third motive that lies at the heart of Junior Achievement.

Still another is the provision for training young people in some one or other of the phases of life common to all men and women, such as homemaking, handling of familiar tools, and general manual skill and artistry. This derives its major importance from the new day we are living in, where the home and neighborhood organization is such as no longer provides naturally for training for these practical universal needs.

Joseph Lee, in his fascinating book entitled "Play in Education," names the period from eleven to fourteen as the "age of loyalty." Herein, he states, we find the boy and girl passing out from more or less active individualism that characterized most of their earlier years, to the belonging period. Boys, especially, long to "mix" from eleven on, to meet the fellows, to band in with them. So "gangs" are formed, formal and informal. As Mr. Lee observes: "The way to preserve the gang as a normal incarnation of the belonging instinct, and at the same time to avoid such manifestations of it as are incompatible with modern civilization, is obviously to provide opportunity and encouragement for those of its natural expressions that avoid this inconvenience." The problem is how to turn this instinctive desire to join forces into right channels. Boys generally go wrong from excess of the best qualities of boyhood.

The problem, you can see at once, is an out-of-school affair, an extra-curricula concern of young people's lives that can be reached in its entirety only by other than school agencies and appeals.

There are innumerable ways of safely guiding boys through this period. Practically all such ways, however, gravitate around some sort of sheer amusement, as though it was the only means of entertaining and interesting boys and girls. This attitude of mind, of course, faithfully reflects the prevailing adult way of looking at the use of leisure. The modern adult has gone pleasure-mad. He wishes to work as little as possible and play the rest of the time, or sit on the side-lines and watch others play. The business of furnishing amusement and entertainment has become a major profession.

One of the many difficult tasks facing those of us who are attempting to train the modern youth is that of restoring the idea of work to its rightful place in the general scheme of things. The task is made difficult for two reasons:—

Work projects ready to hand for youth are scarce. They must be artificially stimulated.

Adults have a perverted attitude toward work. Manual effort must be given a new emphasis. It is, on the whole, easier to provide the work than it is to overcome a flabby conception of work as a necessary evil to be put up with or starve.

"Next to the neighborhood," Mr. Lee affirms, "which is fast disappearing, the trade is the unit of membership most neglected in our modern life. It represents the play standard, the ideal of beauty and craftsmanship, the elements of rhythm and creation, as superior to the hunger or purely bread-and-butter motive." That is to say, the motive of working because it is voluntary, and along lines of self-interest, is more attractive than working at a job that presents itself merely as a means of keeping body and soul together. That same motive is quite as appealing to adults as to boys and girls

—we like to work for ourselves better than for other people.

The practical idea people would put before boys and girls during this loyalty period is one based on work, not as a substitute for other play activities, but as an important and often neglected supplementary objective—to work in the spirit of play. We are all here convinced that many kinds of work may be so planned, and organized work groups so directed for juniors, as to give work much of the charm and enjoyment that are bound to be found in sheer amusement enterprises, and at the same time have constructive value for training in efficiency and leadership.

Junior Achievement steps in at this point. It becomes, thereby, not a movement that gives away one more thing to boys and girls, but an instrument of self-help under guidance and stimulus. As set forth in its literature it is seen that it gets back to beginnings and elemental instincts and motives, and addresses itself to boys and girls in the loyalty period of their growth—hand-in-hand development is beginning to assert itself. The Junior Achievement pledge is one based on sound child psychology. It reads: "Work shall be my greatest pleasure," etc., and ending with "It will bring to me The Vision to See, The Vigor to Attack, and The Glory of Victory." Its objectives are splendid: Building and fostering habits of thrift; creating better home conditions; overcoming somewhat our New England dependence on outside sources for food supplies, etc.; emphasizing the splendid values of co-operative effort.

Nor does it set itself up as one more of the many agencies for caring for our boys and girls, but offers itself as a stimulating, auxiliary opportunity, through its program of work activities, to help make these existing agencies more effective and inclusive in their attempt to serve. Because of a suspicion that it is "one more agency" to be set up in an over-taxed community, it meets at first a conservative, questioning attitude from men already burdened with calls for financial support, but it is encouraging to observe that the very first people to grasp the real significance of this new movement have been and are practical business men and large givers.

Altogether, Junior Achievement, because of its fundamental appeal, its practical aims and methods, and its "service above self" objective, is bound to grow till it reaches into every city of our land. When it gets even approximately to a realization of that ideal I am convinced it will already have had a transforming and uplifting effect upon the general public because of what it will have succeeded in cultivating in the minds and hearts of the public when juniors. The late Theodore N. Vail and his group of co-operating friends are to be forever blessed in having created a new idea that will have a far-reaching and beneficial effect on the on-coming generations of young people. When we have saved the youth we have saved all.

The Undertow

By Carrie Blake Morgan

You hadn't ought to blame a man fer things he hasn't done,
For books he hasn't written or fer fights he hasn't won;
The waters may look placid on the surface all aroun'
Yet there may be an undertow a-keepin' of him down.

Since the days of Eve and Adam, when the fight of life began,
It ain't been safe, my brethren, fer to lightly judge a man;
He may be tryin' faithful fer to make his life a go,
And yet his feet git tangled in the treacherous undertow.

He may not lack in learnin' and he may not want fer brains;
He may be always workin' with the patientist of pains,
And yet go unrewarded, an', my friends, how can we know—
What heights he may have climbed to but fer the undertow?

You've heard the Yankee story of the hen's nest with a hole,
And how the hen kept laying eggs with all her might and soul
Yet never got a settin' not a single egg, I trow;
That hen was simply workin' 'gainst a hidden undertow.

There's holes in lots of hen's nests, and you've got to peep below
To see the eggs a-rollin' where they hadn't ought to go.
Don't blame a man fer failin' to achieve a laurel crown
Until you're sure the undertow ain't draggin' of him down.

—Exchange.

The Prophylactic Treatment of Errors

By SIR JOHN ADAMS

THE old-fashioned doctors had the conservative attitude of waiting for patients to call on them for help. Today the surgery and the consulting-room are still waiting for us when we feel the need of them. But our modern doctors take up a more energetic attitude toward disease. All the so-called preventive medicine comes for consideration here: but between the individual doctor who has a definite group of patients on whom he is always ready to attend when need arises and the body of public-service doctors whose business it is to arrange our environment so as to prevent diseases arising, there is the enterprising doctor who keeps an observant eye on his patients even when they are not actively under his treatment, and suggests modes of living and dieting that will prevent the incidence of diseases to which these patients are susceptible, diseases which sooner or later will develop in the ordinary course unless treatment is applied that will ward off wholly or partially the attack of the incipient malady. Such treatment is commonly known as prophylactic. It is not always successful, but it often does a good deal to delay the onset of a disease and to modify the severity of its course.

It may be worth while to consider how far prophylactic treatment is available in school. Can our teaching be so arranged as not only to correct promptly all errors as they arise, but to prevent their rising at all? It must be sadly confessed that it is impossible to avoid altogether the emergence of errors. A certain proportion of errors may be calculated upon in every series of lessons, but this percentage is often higher than it should be, and may be reduced by taking proper precautions. It will be noted that any attempt in this direction is to approach the problem of the Officina Hominum from a new angle. The problem is really to reach a minimum co-efficient of error in our teaching.

To begin with the very introduction of this problem is apt to produce a slightly morbid attitude on the part of the teacher. We have a popular saying that takes many forms but always has a plain meaning, that may be expressed in the words: "He who seeks trouble finds it." So there may be a danger that the teacher who is always on the lookout for error will find it in abundance. In point of fact he certainly will; but this result, so far from being undesirable, is positively advantageous. The apparent increase in the number of errors is not a real increase in errors, but in the number of errors detected. The teacher on the outlook will find many more errors than would another who is not screwed up to the same pitch of interest in this direction. To be sure, there is a certain danger of the deliberate error-hunter acquiring a somewhat unwholesome cast of mind, which may arouse a disturbing reaction in the whole relation between teacher and pupil. There is danger of an unwholesome atmosphere arising in school through excessive correction of errors. But at the present moment we are concerned with the prevention rather than the correction of errors, and in the process the teacher may quite well keep to himself the purpose he has in view, and so apply his methods that the pupil may not be in the least aware of what is being done for his benefit, and therefore run but small risk of being reduced to a morbid mental state.

Among the qualities essential to success in the work of teaching, sympathy stands by common consent at the very top. Ask any group of intelligent trained teachers, and the answer will be almost unanimous that the most essential personal equipment of the teacher is sympathy. Naturally this quality gives the power of putting oneself in the place of one's pupils, which enables the teacher to begin his lesson from the best possible strategic position.

If in medicine it is a desirable thing to introduce a mild form of disease in order that a more severe form may be averted, why not apply the same principle to education, and in order to avoid serious moral slips encourage minor moral slips? It used to be suggested that by a sort of cathartic process the introduction of a little vice may purify the whole system without any serious disadvantage. This is what underlies the process formerly looked on with a benevolent eye, and popularly known by the tolerant terms "sowing one's wild oats."

Obviously if people are able to correct errors they must know the truth. Knowledge of spelling and punctuation may be tested by giving the pupil an exercise in dictation; but it may be also tested by giving him a badly done dictation exercise to correct; and in certain official examinations this correction method was actually adopted. As an occasional exercise there is no great harm in the use of this negative form of test. But if it were to be used systematically in the teaching of spelling, serious objections arise. What is wanted is the strengthening of the positive, not the disturbing influence of the negative. Familiarity with correct forms is of fundamental im-

portance, so everything should be done to encourage fusion of many instances of the correct form. Every time a wrong form is presented we have arrest instead of fusion, with the result that a wrong impression is left on the mind.

Underlying all this we find the doctrine of the "awful example." It is sometimes sought to eliminate errors by showing them up in their unpleasing form as errors. Between *seize* and *sieze* the selection is often puzzling, and a decision can be made with confidence only after a long series of *seizes* have fused into a very firm form that can stand the assault from any odd *siezes* that may come along. But even a well-established *seize* may wobble a little if too many *siezes* find their way into a teacher's consciousness as he marks a set of papers. If any means can be found to anchor a special form to a word, this state of unstable equilibrium may give place to a stable one. To the ordinary pupil *indispensible* seems as respectable as *indispensable*, and *parrafin* as blameless as *paraffin*. But if he learns that *paraffin* comes from the Latin *parum* and *affinis* he becomes stable on *paraffin*, though he may remain wobbly about *indispensable*. Naturally all such aids have great prophylactic value, and should be liberally used.

On the cognitive side there is a sort of parallel to the inoculation method, for some teachers use the plan of leading the pupil into error the better to bring him to a firm grasp of the truth. They set what they call mistake-traps, and rejoice when they succeed in leading their unwary pupils astray. The plan is not a new one, though it is beginning to be used in a more scientific way than formerly. It is even applied outside of school, on what may be called the recreative plane. A great many of the riddles and other verbal puzzles in which most children delight, depend for their power upon the insidious bias they impose on the straightforward but suggestible young people. The secret of the successful riddle is to present matters in exactly the opposite way to that which ought to mark the skilful and honest teacher. We have here, in fact, an excellent illustration of the plan of bringing out the meaning of a term by expounding its opposite. For the riddle-maker is precisely the opposite of the school expositor. While the teacher legitimately practices prophylactic methods, the riddle-maker uses the arts of mystification. The purpose of the riddle is to cause misunderstandings, not to avoid them. So far from trying to secure immediate and accurate reaction to the apparently plain facts he introduces, the riddle-maker assumes an air of great simplicity and straightforwardness, laboring to all appearance to make everything clear, and yet insinuating here and there suggestions that tend to divert his victim from the path of truth. The attention is drawn from the point that is essential and directed to something that is striking but non-essential, or definitely misleading.

Sometimes a deliberate balancing of opposing qualities may produce a striking confusion of thought. A whimsical inspector of schools introduced mental disturbance in all the women's training colleges of Scotland during his visits one year, by asking the students the interesting question: "Whether would you have a half hundredweight of whole sovereigns, or a whole hundredweight of half sovereigns?" Not only were the vast majority of the young women content to accept either offer indifferently, but a quite appreciable percentage remained of the same opinion even after the fallacy had been pointed out, so strong was the bias produced by the careful balancing of the whole and the half. The most satisfactory way to get the students to realize the true situation was to separate the halves and wholes altogether from the coins, and ask the students merely whether they would rather have a half-hundredweight of gold or a whole hundredweight.

Another way of regarding the mistake-trap plan is an organized form of trial and error. The ground is prepared by the teacher beforehand, the mistake follows in natural course, and the results are manipulated in such a way that the error is not only recognized but supplies a challenge to discover some way out of the resulting difficulty. After a little gentle exercise in the manipulated mistake-traps the pupils acquire a greater skill in dealing with mistakes that occur without any co-operation from the teacher. As cramming, though in itself inadmissible as a part of the training supplied by school, may be taught as a process to be used in after life, so mistake-traps may be utilized in such a way as to train the pupils in the manipulation of errors in general.

The unpopularity of the Socratic method in school results entirely from its moral reactions. Here indeed we have only a special application of a general principle of class-teaching. In dealing with pupils you may say almost anything you please in the way of reproof without alienating their good feeling, so long as you say it in such a way as to give evidence of your own good feeling towards them. It is not so much what you say that rouses resentment, as how you say it. Error may be so manipulated as to make the pupils find out where they have gone wrong, with the result that they blame themselves for their aberration

without at all including the teacher in their condemnation. Even when the error has in the last resort to be pointed out by the teacher there is no resentment so long as there is no gloating over the slip.

The most direct way in which pupil and teacher are brought into communication with each other is by the interrogation point. It is far from the only way, and some teachers go to excess in its use; but it is a very effective mode of approach, tends to save time, and may be wisely used wherever a longer method does not justify itself by a greatly superior educational effect. For sometimes it happens that a rather roundabout method produces better ultimate results than the more direct, and in such cases the teacher must determine whether the better result is worth the additional expenditure of time. Let us now consider how far the interrogative method can be so applied as to have prophylactic results.

The form in which a question is put has a great deal to do with the possibility of producing a false answer. Teachers do not always realize that there are some questions that do not involve any problem at all. They are merely the statement of the first part of a proposition with the suggestion that the second part be added. Catechisms are usually drawn up on this principle. The question really leads up to a categorical answer, and in some cases the total catechism is so arranged that by leaving out the questions the answers may be read off consecutively as a positive exposition of the subject under treatment. It does not follow that the catechetical method is necessarily easy, or that it tends to lead to error. But when answer and question are learnt together it certainly leads to a mechanical way of dealing with a subject, and does not encourage thought. On the other hand, there are certain questions barred in courts of law, but often used by teachers, sometimes deliberately and sometimes without their being aware of their true nature. These are known as "leading questions." The objection in law courts is that such questions suggest a particular answer, and therefore unfairly influence the thinking of the witness. Sometimes these questions take the form of a sort of mistake-trap, that may be called a truth-trap. If, for example, there are two suspects, a man and a woman, and the examining lawyer asks something like this: "Was it on entering the room that she dropped the paper?" he may surprise a witness into tacitly admitting that the guilty person was a woman. Teachers can easily, and some do, put questions in such a form as to suggest a particular answer, and in this way can elicit a wrong answer without the pupil knowing that he is being misled. On the other hand, more frequently than many teachers realize, pupils play upon their teachers' reactions so as to determine on psychologically speculative grounds the sort of answer that will meet the case. Unless when working a mistake-trap, then, the teacher must do all he can to avoid the leading element in his questions. He must put them as directly as possible, avoid all ambiguity, and set forth the matter in such a way that the answer cannot be exposed to the hazard of the heads-or-tails choice.

In the old-fashioned method-books it was laid down as a fixed rule that questions should never be put so as to call for a mere "yes" or "no" answer. The rule is an excellent one, but there are exceptional circumstances under which such questions may be permitted. Sometimes the teacher uses what may be called rhetorical questions that have a value in themselves on the emotional side, though not on the cognitive. Suppose that in a moral lesson, or in an appreciation lesson in literature, the teacher wants to carry the class with him, and yet does not want to stop to argue about any point, he may well ask rhetorical questions to which he no more expects an argumentative reply than does the clergyman at a christening when he says to the father: "That is your belief, is it not?" It is only when a question involves a problem, however simple, that a yes-or-no question must not be set.

All other questions should be fool-proof if error is to be reduced to a minimum. They must, of course, be intelligible to the pupil. They must admit of only one meaning in substance, though of course they may admit of an infinite variety in the way of expressing it, without including error. Every time that the pupil gives an answer that the teacher did not expect, and yet is a correct reply to the question as set, it should be counted to the pupil for righteousness, though from the big outside point of view it is wrong.

Special care should be taken with regard to certain interrogative terms. How and Why and What and Which are notoriously dangerous words, producing generous crops of errors that should not appear if the teacher first of all studies the words carefully and makes sure that his pupils also understand them. Teacher and pupil as partners must come to a common interpretation of the elements of their means of communication.

Coming to still more direct prophylactic school practice, the teacher must prepare himself for each lesson by exactly delimiting the area that he proposes to cover in the time allotted. This demands a rapid review in his

own mind of the matter to be dealt with in the lesson, and an equally rapid review of the mental content of the pupils on this part of the subject. Teachers often make the serious mistake of supposing that because they are well up in a subject they do not need to make a careful preparation for each lesson in that subject.

Once this preparation has been made, the next process is a deliberate approach to the subject from the pupils' standpoint. Many teachers, particularly those of a specially logical turn of mind, make the serious mistake of arranging their matter in a precise and methodical manner, looking at the whole situation merely from the point of view of the proper arrangement of the subject-matter, the *docendum*, on a logical basis. The ordinary textbook is very apt to adopt this logical attitude, and to let the subject-matter dominate mode of presenation. But the teacher's aim is best secured by keeping the pupils in the limelight, and fitting in the subject matter to their needs. Only in this way can the co-efficient of error be reduced to its minimum. Indeed, the difference between the teacher and the textbook comes in just here. The textbook is accurate and logical, but it is inflexible. The pupil must accommodate himself to the book's rigidity, whereas the teacher forms an organic connection between the subject-matter and the learner. The master can watch the learning process and guide it by the light of his observation. No doubt in actual practice a great part of his work will consist in correcting errors that have actually occurred, but a sympathetic teacher, making himself complete master of the situation from the pupil's point of view, will be able to anticipate and guard against a great many errors that would otherwise be inevitable. There might be something in the argument that it is not desirable to remove all the difficulties from the path of the learner were it not for the fact that there is no fear of the supply of errors giving out. If there were any danger of carrying the elimination of errors to such a pitch that not enough material would be left for the pupils to sharpen their wits on, then it might well be that the teacher should relax his efforts. But as things stand, the elimination of a large number of errors will merely hasten progress, while there arises at a higher level an ever-renewed body of errors to be dealt with to the pupil's advantage.

The pupil's vocabulary is a very vulnerable spot, and the teacher's prophylactic treatment may well include a consideration of the verbal means of communication. As the teacher is expected to make himself familiar with the mental content of his pupil, so he must master the limits of the words at the disposal of the pupil. Not only is the pupil's vocabulary much narrower than the teacher's, but it is less stably connected with the various items in the mental content. Accordingly, the teacher must be particularly careful not to use terms that do not form part of the pupil's vocabulary, and he must see that the words he uses are applied in the proper way. This can be best accomplished by a judicious use of synonyms, and by a steady repetition of the same idea in different words. Some of the graces of style must be given up in favor of absolute clearness. Verbosity, tautology, pleonasm lose their bad connotation and take an odor of sanctity in dealing with young children just feeling their way to a sufficient vocabulary. No doubt at the higher stages the teacher's style ought to be a model for his pupils, but at that stage there is already an established vocabulary, and a deliberate enrichment of the pupil's store of words may well be attempted. At the earlier stages the teacher must always keep in view the danger of misunderstandings and must manipulate his own vocabulary accordingly.

Naturally we must take for granted the great body of language as common ground for teacher and pupil, and the teacher cannot be expected to anticipate on the blackboard every possible difficulty. Indeed, there is a type of teacher who wastes much time in writing out laboriously a great deal of useless matter. But proper names and peculiar expressions are entitled to the additional publicity accorded by the blackboard. Clear enunciation does much to minimize the possibility of error in this direction. Some teachers take a middle course here, and compromise by pronouncing the word clearly, and then spelling it orally, thus saving the time involved in chalking it up. Still, this method has the disadvantage of confining itself to the one sense, and loses the advantage of the appeal to the eye, except at the second remove.

In the rapid give and take of class-work there is a way in which error may be anticipated and avoided; that is, by pointing out the different meanings every time homonymns are used, or ambiguous terms are introduced. We cannot anticipate every possible misconception on the part of pupils.

There are, of course, limits to the application of running explanatory comment. A point is soon reached at which confusion and not enlightenment follows.

An occasional interpolated "meaning" is quite permissible, but when explanation is heaped on explanation we have a case of "cycle and epicycle, orb in orb," and the speaker brings darkness where he sought to shed light.

An excellent form of prophylactic teaching is the presentation of the same matter from several points of view. It is here that class teaching has a certain advantage over private coaching. The teacher with but a single pupil may present the matter in the way that he knows will best meet the needs of that pupil, and pass on. The class teacher, knowing the variety of minds he has to reach, will present the same matter in different ways so that by one or other of them he may meet the case of every pupil in the class.

Another excellent prophylactic is to make sure that you say all that has to be said on the point under discussion. This does not, of course, mean all that the teacher knows relevant to the situation. Thackeray speaks somewhere of people who become bores by insisting on saying all that can be said on a subject. Nothing is more common in teacher experience than to be surprised that it was necessary to say something that "any sensible person would know without being told."

Sometimes we cause confusion by saying too much, as was illustrated when we were dealing with excessive explanation. What we must do is to get the happy mean between the lack of the essential, and the superfluity that leads to confusion and boredom.

From Sir John Adams' "Errors in School—Their Causes and Treatment." Copyrighted 1927. To be published by Houghton Mifflin Company.

Books

BY B. M. B.

With a book and a nook I can sail away
From old Cape Cod to Bengal Bay,
From pirate days and billowing sails
To armored cars and air-craft mails
I can follow adventure with tireless feet
Or bask in a love-tale sugary sweet.
I can listen to poets or statesmen wise,
I can help a detective sort truth from lies.
With no effort at all I acquire wealth,
With no danger at all I circumvent stealth.
I go where I please and what's better still
I seek—and talk with—whom I will.
And at every moment day or night
I can reach out my hand and find delight.
My best loved friend may go his way—
But a book stays by till the longest day.
I may tire of people and weather and things,
But tireless pleasure a good book brings.
And whatever the day has lost—or brought—
I can find a book to match my thought.
With reverent thanks for skies and brooks
And friends I say: "Thank God for Books."

—Girls.

Those colored students in a Delaware night school who bring their own lamps and candles, because the schoolhouse is not equipped for evening work, show the proper spirit. Education is the more eagerly grasped, oftentimes, by those who have to reach out for themselves and take it.

Professional Welfare of Teachers

By FLORENCE HALE

State Department of Education, Maine.

THERE has never been a time when the professional opportunity and welfare of the classroom teacher has been more promising than today.

We should all appreciate the signficance of the fact that this year a classroom teacher is to be the president of the National Education Association, the greatest honor in the greatest education association in the country. This is the first real classroom teacher to be given this honor. The fact that a classroom teacher is to have this honor should not pass without classroom teachers especially realizing that it is significant of the changed attitude toward their status and means increasing professional welfare.

For years it seemed to be an accepted idea that in order to secure professional recognition—promotion—that a teacher must leave the actual classroom and become a supervisor or a principal. It has been the bane of the superintendent's existence that as soon as a teacher became "outstanding" she would be lured out of this work she could do so well into some sort of administrative position, not only by financial gain, but more especially because of the greater opportunity for professional respect and honor.

No greater blessing can come to the teaching profession and to the children of this country than to have the day arrive when the classroom teacher need not go out of her schoolroom and give up the actual teaching of children to secure honor and promotion. If the highest honors educationally can come to an able teacher going on with her regular work in an actual classroom, the whole teaching profession will be benefited and we shall see more teachers enamored of the real job of teaching and anxious to study further to better fit themselves for the work most of us in our hearts really love better than any cold problem of executive position—the teaching of children to know and love the great and beautiful things of the world. This is the brightest day educationally that the teachers of the world have seen.

Better Than Divorce

[Read by Judge Joseph Sabath, at Chicago, recently, when he declined to grant a divorce.]

A little more kindness, a little less creed,
A little more giving, a little less greed,
A little more smile, a little less frown,
A little less kicking a man when he's down.

A little more "we," a little less "I,"
A little more laugh, a little less cry,
A little more flowers on the pathway of life,
And fewer on graves at the end of the strife.

Personal and Professional

W. E. VEERKAMP, superintendent of Newton County, Missouri, who died recently, was a vital force in the Ozark country for half a century. As a member of the faculty of the State Teachers College at Springfield for several years he wielded a large influence, and his passing is keenly regretted.

PAUL C. STETSON, superintendent of Dayton, Ohio, demonstrated exceptional skill in having schools in Muskegon, Michigan, attract such wide attention as to make his promotion to Dayton at a salary then unusual for an administrator of his years. He has made Dayton one of the genuinely famous cities in the country in variety and vitality of service rendered students of junior and senior high school age. We have known of no city in which so many schools have equipped so many students to win so many and so varied scholastic prizes. He has issued an appealing booklet for students liable not to take advantage of the Senior High School courses. It elaborately and attractively appeals to adolescent boys and girls. In a familiar personal way he writes:—

"Not only will attendance at high school better prepare you to do your work later on, whether it be in college, in industry, or in the office, but it will give you a broader outlook upon life. The cultural values of a high school education are very real. A certain proportion of you plan to continue from high school to college. We want you to know that the Dayton high schools can prepare you to enter any recognized college or university in the United States. The record of our graduates in the various colleges and universities is a very exceptional and enviable one. We trust that you will study this little booklet carefully, decide to enter one of the three high schools, and spend a very happy and profitable three years there."

ARTHUR D. ARNOLD, principal of the Passaic, New Jersey, high school, for a quarter of a century, enjoyed the appreciation of the city and school people of the state at a banquet sponsored by the faculty and alumni of the high school. State Commissioner of Education John H. Logan and Assistant State Commissioner of Education William A. Ackerman were prominent in expressing appreciation of the notable service of Mr. Arnold. In the tribute which accompanied the gifts in recognition was the following paragraph:—

"For twenty-five years Arthur D. Arnold as principal of Passaic High School has given himself whole-heartedly to the cause of education. Through his unfailing kindness, his sense of fairness, his fearlessness in defending his principles and his confidence in the integrity of his associates, he has won for himself a place in the affections of countless students and coworkers, and for the institution which he loves, a reputation for high ideals in character and scholarship. In testimony of our deep appreciation of this service covering so many years, the results of which have been so helpful, we, as representatives of various organizations directly interested in his splendid work, desire to express our gratitude to Mr. Arnold. May we continue to have his inspiration for many years to come."

MARIE SORUM, Estherville, Iowa, superintendent of Emmet County, has a unique scheme for county contests. All the pupils of the county come to the county seat, each school bringing an exhibit for which they have been preparing all the year. The competition is both between schools and between individuals. There is also a program which affords an opportunity for competition. The entire county is interested. The annual meeting is the culmination of interest that has been accumulating in the regular school work through the year.

L. H. MURLIN, who resigns as president of DePauw University, Greencastle, Indiana, because absolute rest is imperative, has had a highly successful administrative career. He made Baker University of Kansas a national institution. He gave Boston University the largest enrollment of any college or university in New England, and was launching DePauw on a new prosperous career when physicians say he must conserve his personal energies. No one from afar has made an impression comparable to that of Dr. Murlin in New England.

SAMUEL L. POWERS, long president of the State Teachers College, Machias, Maine, died suddenly from a shock, August 8. He was an efficient principal of the school for many years. He had rare professional personality with varied interests and accomplishments. For instance, he was the leader among school men in both nature study and music. He was the master of every subject in which he specialized, and no schoolman in the state had a larger circle of friends or more admiring professional associates.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Hollyhocks

There are hollyhocks in my garden. They stand along the wall and peep over the top like playful children. When the wind blows they nod their heads in a friendly way and speak beautiful flower words to me. I have many fancies about these hollyhocks of mine. Sometimes they are soldiers of the sun standing beautiful guard over the treasures of my garden. How straight are their backs and how wide open their all-seeing eyes and how soft green the little round seed-buttons that adorn their uniforms. Sometimes they are great steeples of green, hung with glorious chimes full aswing on the morning air, with golden clappers ready to fall into a burst of heavenly music. Some fairy has caught each one in its upward swing and fixed it forever so that the clapper cannot fall, nor the downward plunge begin. What a crash of melody there would be in my garden if the spell were lifted and all the hollyhocks chimed out together. Sometimes I fancy my hollyhocks are tall lighthouses set on sea-green rocks, above a flowering sea, with the spray of four-o'clocks bursting about their base. How the wide searchlight of each blossom flashes its friendly greeting into space.

There is a lovely thought behind each hollyhock that blooms, a lovely spirit, therefore. Beautiful things do not just happen in this old world of ours. When the hollyhocks in my garden speak to me I try to listen to their words, for each one carries into earth a message from the great spirit-land behind.

Human Garbage Cans

I hate to tell you about D. Z., for I hate to say anything bad about anyone, but D. Z. has such a nasty tongue and back of that, such a nasty mind, that I want to warn you against him. I am sorry to say that D. Z. is rather a pleasant companion. You know that as well as I do. He's full of fun, and, in a general way, a good sport, and if it were not for his dirty tongue and dirty mind, would be a very popular person. But I'll leave it to you if he doesn't go out of his way to spill filth all over everyone near him. You know very well if D. Z. came out to meet you with a can of rotten garbage and insisted on pouring the stuff into your ears and eyes you would knock him flatter than a pancake. He'd make you mad. You'd say, "Hey! What do you think I am, a garbage wagon? You can't throw that stuff on me and get away with it." Bing! You'd hit him squarely on the nose and poor old D. Z. would learn a lesson he would not be in a hurry to forget. But D. Z. is foxy, and besides he doesn't carry garbage around in cans. It's too heavy. Instead he carries it around in his head. He goes around to nasty back doors and collects old rotten stories and decayed jokes and bad words that smell like ancient onions, and he stows them all away in his head. Just think what the inside of such a head must be like. Then when D. Z. sees one of us coming along he runs out and says: "Say, I just heard a good one." He means a bad one, but he says a good one and right off he begins emptying all his garbage out of his dirty mind into our clean one. About that time we ought to hit him a wallop that would be heard a mile, but we hate to do it. I have often wondered why. Why do we hate to hit him? He's no good. He's a human garbage can. He messes us all up and leaves us smelling like a Limburger cheese. Why don't we hit him? I'd like to have someone tell me. Anyway, we ought to hit him. After meeting D. Z. it takes a week to get a clean smelling soul again.

Do you know what I think will happen to D. Z.? He'll die some day, and over on the other side they'll just sink him in a garbage can and let him come up just once a year for a breath of pure air. He's such a smelly thing to have around, I am sure they could not find a place for him in any decent society.

Mary and the Geranium

Little Mary was brought up in a densely populated section of the city. She had never been away from the crowded street on which she lived. She was not unhappy, for she knew no different, but something in her soul kept crying out for beautiful things.

One day a florist dropped a potted geranium as he was carrying it into a building. He was very angry and kicked the plant into the gutter. When he was gone, little Mary picked it up and fitted the broken parts of the pot together and tied them in place with a heavy cord. The geranium seemed to appreciate the love little Mary lavished upon it, for it spread out its green palms to the sun and blossomed day after day, until little Mary began to wonder where all the crimson petals came from. In order to give the plant as much sun as possible, little Mary placed the pot on her window sill.

Just across the narrow alley was the room of an old crippled lady, who sat in an armchair all day long, with nothing to look at except the brick wall of Mary's home. She was a queer old lady in many ways. People said she had lots of money, but was saving it for some purpose. You never can tell how much truth there is in such stories, but certainly the way the old lady lived did not indicate that she had any great amount of money.

The crimson geranium was plainly visible from the old lady's room, and she watched it with great interest, noting the regularity with which Mary watered it and the tender way in which she passed her little hand over it, as though giving it a caress.

One day the old lady did not get up as usual. As she lay in bed a strong feeling came over her that she was going to die, so she called in the landlady and asked her to send for the little girl who owned the crimson geranium in the next block.

Little Mary came into the room timidly. She was a little afraid of the old lady, who looked at her with such keen, searching eyes. "My dear," said the woman, "I have watched you day by day as you tended your geranium. You were very faithful. You must love your geranium very much." Mary nodded her head. "Why do you love it?" asked the old lady. Mary thought a long while, then she answered: "Because it is alive and beautiful." The old lady nodded. "I thought so," she answered. "You are the very person I need to do something for me after I am dead. Come back tomorrow at ten o'clock."

The next day little Mary was on hand promptly at ten. She found a gray-haired, sharp-eyed man in the room. "There she is," said the old lady, pointing to Mary. "I do not know her name or anything about her, except this: She is good and kind and careful and loves beauty. I have a feeling that she will repay my trust."

Little Mary wondered what it was all about. Two weeks passed, then one day the sharp-eyed man called at Mary's home. When he had gone Mary went to the window and took in the geranium and hugged it to her and kissed the crimson flowers. "——and I'm going to go away to school and have pretty clothes and then when I am grown up I'm to have a fine house of my own, where little girls like me are to come and learn to love beautiful things. Just think! It has

all come about because an angry flower-man kicked you into the gutter."

Girls and boys, I think Mary was wrong. I think her good fortune came to her because she was good and kind and loved beauty. Don't you?

The Prince and the Lantern

There was once a young prince whose father started him on a long journey. As the two stood at the castle gate the father placed his hand on the son's shoulder and said: "Bring back from your journey one worthwhile thing. Remember, however, that it must not be pleasure, nor gold, nor worldly renown, for none of these things will avail you anything after you have come back to me."

So the prince started forth and traveled many long weeks through strange countries until, at last, he came to a hut beside the way. In the far corner of this hut swung an iron lantern from which glowed a golden light.

As the night was coming on and the way full of pitfalls and rocks that he tumbled over, the prince tried to enter the hut to take down for himself the lantern with the golden glow. But as he stepped over the threshold of the door a strong wind blew into his face, carrying with it dust and sand and so blinding him that he covered his eyes with his hands and backed away. No sooner had he done so then the wind ceased and the golden glow in the lantern shone brighter than ever before.

Again the prince tried to enter the hut and again the wind blew; and again he was compelled to retreat. By now the prince was so much interested that he made a solemn vow never to leave the hut until he held the lantern in his hand. Days passed, and weeks melted into months and months into years, but the prince never wavered in his determination to gain the lantern with the golden glow. At each attempt he found he could get a little further into the hut; that the wind blew a little less fiercely, and that his own muscles had gained some in strength.

At last the happy day came when he was able to reach up and unhook the lantern and swing it at his side.

Now this lantern was the home of a helpful spirit, and no sooner was the prince outside the hut than this spirit ran along the road ahead, spreading a circle of light about his feet, showing up all the obstacles, pointing out the pitfalls and making the way very easy to travel over.

In due time the prince came back to his own castle. "What have you brought?" asked the father, "You have been gone a long time."

"I have brought nothing, but this lantern," said the prince, though I toiled years to get it." At that the king smiled and said: "Well done, thy lantern contains the spirit of wisdom which from the earliest time has served to guide the feet of men in the true way. Blessed is he who has it to spread light before him as he goes. Blessed also are they who walk in the footprints of such a man."

Now, girls and boys, the lantern in which lives the spirit of wisdom is not easy to reach. Ignorance, envy, pleasure, laziness, carelessness and foolishness, like great winds filled with blinding dust, blow into the eyes of all who would take it down. However, once gained through hard work and perseverance the spirit that dwells in it becomes a faithful guide through all the perplexing things of life.

Order of the Bath

The dark ages really ought to have been called the Dirty Ages. In the days of Henry IV a nobleman who had courage enough to wash himself all over was rewarded with a royal accolade and dubbed a Knight of the Bath—an order which still exists, by the way. Uncleanliness was curiously associated in the popular mind with holiness. Sanitation was a thing undreamed of, and thousands died like flies from plagues that could have been prevented by the simple expedient of cleaning up and keeping clean. The Dark Ages came to an end with the invention of the printing press; the Dirty Ages ended with the introduction of the modern bathtub.

This first aid to health and self-respect, as we know it today, was introduced to America just eighty-three years ago, by Adam Thompson, a cabinet maker of Cincinnati, Ohio. He got the idea for his tub from one owned by his friend, Lord John Russel, of England, who at that time enjoyed the distinction of being the only Englishman who took a bath every day.

Thompson built a gorgeous tub of solid mahogany, lined with sheet lead. It weighed nearly a ton. The water was pumped by hand from a well in the backyard into a tank in the attic. Thence it was conveyed by two pipes into the tub, one pipe being coiled through a chimney to provide warm water.

He took his first bath in it on December 20, 1842, although the day was Tuesday. He was so enthusiastic about it that he gave a party on the following Saturday night (Christmas Eve) to celebrate the occasion. It is related that four of his guests daringly accepted his invitation to take a bath in the new fangled tub. Much to their surprise, no ill effects followed the unseasonable wetting.

The newspapers heard of the affair and wrote lengthy editorials about it, gravely predicting that if the practice spread it would undermine our national ideals of democratic simplicity. The medical profession promptly came to bat with learned warnings to the public against the insidious dangers of rheumatism, pneumonia, phthisis, and many other serious ailments that lurked in the bathtub. The clergy made scathing comments on the vanity and sinfulness of a daily scrub. In Philadelphia a city ordinance prohibited bathing between November 1 and March 15. In Boston one had to procure a doctor's certificate to take a bath. Virginia tried to put a stop to the luxurious vice by taxing bathtubs $30 a year. Cities almost everywhere boosted water rates in the effort to make bathing virtually impossible.

But in spite of all this idiotic opposition the bathtub idea spread rapidly throughout the country. Eight years after Thompson's Christmas tub party a bathtub was installed in the White House. Five years later Chicago constructed the first real sewerage system in America.

Now we spend upwards of a thousand dollars a year for plumbing, we use more soap than all the European nations combined, and any first-class hotel in New York or Chicago contains more bathtubs than are to be found within the precincts of London or Paris. If "cleanliness is next to godliness," we are in a fair way to become a nation of saints!

How Character Chats Are Best Utilized

After the teacher has read one of the "Chats" to the class, a pupil, previously designated as "judge" for the day, takes the teacher's place at desk or platform and asks what the class thinks about the story. When a number of pupils have expressed themselves freely the "judge" quickly decides which pupil has given the best interpretation. This boy or girl automatically becomes "judge" for the next day.

In order that the lesson of the "Chat" may become the children's own possession the teacher herself should refrain from comment. By all means let the pupils talk it out among themselves. Only when her opinion is directly asked should she enter into the discussion.

"Character Chats" are successfully utilized in all grades from the fourth to the ninth, inclusive, and in junior high schools. Any teacher having a specific character problem upon which help is desired, is invited to address the author, in care of this magazine.

EDUCATION IN ACTION

Chicago Schools Add Course in Aviation

High school students of Chicago are to learn in the classroom the fundamentals of flying. The subject will be incorporated in a general mathematics course, and J. Lewis Coath, president of the board of education, has invited aviation and radio experts to assist in a preliminary study which will enable adaptation of such training to public school use. The study will be the first of its sort in the United States, Mr. Coath believes, and will be eagerly sought because of the renewed interest in aviation.

Cop Seeking Second Degree at College

Policeman George A. Hase, Jr., of the Richmond, Va., night force, is now proud of an LL.B. degree conferred by the University of Richmond. Since he was nineteen Hase has walked a "beat" at night and attended classes in the day. When he became eligible for college he entered the law classes at the University of Richmond. He has no intentions of leaving the police force at present. He will return to the university to begin work on an A. B. degree which he expects to get in three years. After that he said he may give up his job as policeman.

Mother Gets College Honors

Despite the fact that she does all her own housework and makes all the clothes for herself and her eleven-year-old daughter, Mrs. Alice C. Straight, of Ames, Iowa, captured the highest honors of the senior class that graduated from Iowa State College in June. Being the most brilliant student in her class of 500, she was graduated with a scholastic average of ninety-six, the highest in the class. She plans to return to the institution for her master's degree in economics and psychology next fall. Insisting that she did not sacrifice her home to win scholastic honors, she claims she used "only the time which most women spend in bridge." However, she admits that she had encouragement from her husband and her daughter.

Explains Value and Aims of Research

The answering of any question about education by means of critical reflective thinking, based upon the most reliable data obtainable, may properly be called educational research, declares the Bureau of Education. The ultimate purpose of educational research is the discovery of procedures, rules and principles relating to the various aspects of education. In many school surveys, standard achievement tests are given in arithmetic and reading. The results of these are expressed in numerical terms, averages of these are taken, and the work of the teachers in the school is judged by these averages. This is inadequate and incorrect, because (1) these tests do not measure all the valuable results of teaching, and (2) averages obscure the achievement of individuals in the group. Furthermore, no account is usually taken of the native ability of the groups measured. With the stress now being placed upon differentiated curriculum content to suit the varying needs of pupils in different school systems, standard achievement tests will more and more lose their value for any individual school.

Chiswick School Fitted With Modern Features

Classrooms with folding partitions opening on tennis lawns and windows glazed to admit ultra-violet rays, are features of the most up-to-date school in England, the Central School, Chiswick, which has just been opened. The school has its own theatre and cinema projector. Telephones in every classroom enable the headmaster to speak to his assistants from his own room.

500 Types Of Army Schools

A recapitulation at the War Department of the school work to be in operation in the army service this fiscal year, estimates that there will be well over five hundred different kinds of schools for officers and men, including the regimental, post and other garrison units.

Systematic Study Of Teacher Training

A new activity of the higher education division of the Bureau of Education has been organized with the appointment of a specialist in teacher-training, according to an announcement from the Department of Interior. "While the Bureau has conducted research into the various phases of higher education," says the announcement, "this is the first time that it has undertaken a specialized and systematic study into the subject of the training of teachers in normal schools, colleges and universities. The inauguration of the work was due to the demand of educators throughout the country that the bureau undertake more extensive research and investigation into this important feature of higher education." The new specialist is Ben W. Frazier, of Milligan College, Tenn. He has had wide experience in teacher training, serving as director and head of the department of education of the Alabama State Normal School prior to his appointment.

Student Influence On College Head

A "reform" literally started with the feet of Washburn College, Topeka, Kan., students eight years ago, has at last reached the head of the class. President P. P. Womer is learning to dance. He has turned to a pastime that custom forbade on the campus until the junior prom in 1919, when students carried out a conspiracy to break the custom. Dr. Womer takes dancing lessons from a professional dancer, and "steps out on the floor" at student parties.

Student Paper Earns Funds for Own Plant

Out of its profits over a period of years the student paper at the University of Wisconsin has accumulated sufficient funds to buy its own printing plant, and will begin publication in its own office with the re-opening of school in September. Contracts have been signed for a press with a capacity of 3,500 papers an hour, two linotypes, and other equipment. The Daily Cardinal is a student-owned, non-stock, non-profit corporation. Its membership includes all the students at the university. The paper is thirty-five years old.

Teachers Recruited From the Farms

Sixty-five per cent of all students in the five State Teachers' Colleges of Missouri came from farm homes. In the Louisiana State Normal College thirty-six per cent., and in the four Michigan State Normal Schools thirty-four per cent. of all students gave farming as the occupation of their parents. Even in the industrial states of Massachusetts and Pennsylvania eight per cent. and nineteen per cent., respectively, of normal-school students are farmers' children. Of the students granted masters' degrees in the department of education of the University of Chicago during the period 1924-27 forty-two per cent. gave farming as the occupation of their parents.

Thousands Enroll in Correspondence Courses

Men and women to the number of 6,147 were enrolled last year in home study correspondence courses conducted by the department of education of the Commonwealth of Massachusetts. Students paid from $4 to $10 for each course, the actual cost of materials and of instruction.

Heidelberg Awards Degree To American Ambassador

Dr. Jacob Gould Schurman, American Ambassador to Germany, has recently been awarded the honorary degree of Doctor of Philosophy by Heidelberg University in recognition of his meritorious efforts to improve and strengthen the relations between Germany and the American nation. Added significance is attached to this award, for Dr. Schurman spent some time as a student at Heidelberg nearly fifty years ago.

Vocational Activities in Agricultural High School

Hog sanitation, potato and corn yield contests, sow, sheep, and other projects are among the activities of the agricultural department of Hartford, South Dakota, High School. In addition to the regular course in agriculture, six culling and four caponizing demonstrations have been given since last fall; 222 samples of milk were tested by the boys, balanced rations were worked out on home farms, and fifteen cream separators were tested and adjusted by the instructor and the class. Two centres have been developed for evening instruction of adults, where dairying has been made a special subject of study. Community meetings to the number of twenty-two have been held, some of them of a popular character, with an attendance of 3,375 persons.

Pupils Learning Management

There has never been a time in American history when scholars, teachers and preachers had so little influence in the public affairs of the nation as since the World War, recently declared Josephus Daniels, Secretary of the Navy under Woodrow Wilson. "The most vital need of politics," he said, "is the scholar who adds to the knowledge of history and economics and statecraft, the human qualities of sympathy and understanding."

Unionized Teachers Lose Wage Battle

The Cambridge, Mass., School Committee voted unanimously recently to refuse pay raises to any of its teachers, principals, secretaries or clerks. Those affected by the decision number some 650 men and women. The Board's action culminates a controversy over wages which has existed for almost two years between the board and the women school teachers. The controversy resulted a short time ago in the establishment of a local "union" of the American Federation of Teachers, which is affiliated with the American Federation of Labor. Other petitions for salary increases came from substitute teachers, the secretaries and clerks in the School Department offices, the women principals and the head kindergartners.

Important Historical Collection at Harvard

The library of Count Alfred Boulay de la Meurthe, the historian of the Concordat of 1801, has been acquired by the library of Harvard University by recent purchase in Paris. Count de la Meurthe inherited the collection of his grandfather, Count Antoine Boulay de la Meurthe, who, as minister of justice under the first Napoleon, accumulated many important official and unofficial documents. The collection comprises about 30,000 books and pamphlets, and embraces a number of papers collected by the grandson concerning the relations of church and state in France during the nineteenth century.

Arithmetic Contest Sponsored in New England

A perfect score in addition was made by sixth-grade pupils in two towns in New England in a recent arithmetic contest sponsored by the School of Education of Boston University. Returns were received from 160 towns, cities and districts, involving participation of 113,000 children. The greatest accuracy as a whole was shown by pupils in small rural schools. The next highest score in addition made anywhere was 91.6 per cent. in both the fifth and seventh grades. No perfect scores were made in subtraction, multiplication, or division. The contest is said to prove that 100 per cent.. accuracy in arithmetic can be achieved.

Girls' College Plan Supported in Maine

Establishment of a Maine College for girls, as proposed by Governor Ralph O. Brewster recently, now seems relatively near to achievement. There is strong sentiment for increasing the staff and curriculum of Westbrook Seminary, so that this school may be expanded into a college. The State Department of Education reports that the seminary is doing a high grade of work. At present only 300 of the 3,000 girl graduates of Maine high schools may be accommodated in the colleges here, while more than 1,000 of the 2,000 boy graduates are enrolled in Maine college courses. Hundreds of Maine girls who prefer exclusively women's institutions have entered Massachusetts colleges. Public discussion has reached the stage of considering where such a college should be located.

To Protect Aliens From Exploitation

To give assistance to petitioners for citizenship two teachers have recently been assigned to duty in the naturalization bureaus of Brooklyn, Manhattan and the Bronx. This has been accomplished through co-operation between the Board of Education of the city and the local director of naturalization, to prevent exploitation and defrauding of petitioners unable to speak English and unacquainted with the requirements for naturalization. Since inception of the plan 866 candidates who lacked the necessary knowledge of English, history, and government have been interviewed and referred to appropriate naturalization classes and schools. The service is entirely free.

Gasoline Station Financing Education

Austin and "Buster" Spitzer, thirteen and fifteen years old, respectively, of Pueblo, Colorado, are letting a gasoline filling station put them through school. They took over the station eighteen months ago and now own it and have a bank account besides. The profits have supported them and paid for their education as far as it has progressed in high school. The savings from the business are being formed into a fund which the boys will use to go through college if they need it. Their favorite business pointer is: "Give a patron a little free service and then refuse his tip. He will not only appreciate it, but there is a feeling of obligation that will bring him back as a steady customer."

Blind Student Wins College Staff Post

Although he has been handicapped by blindness since he was twelve, Francis J. Cummings, of Wilmington, Del., realized his ambition to become a teacher when he was recently appointed an assistant instructor in French at the University of Pennsylvania. His appointment follows a brilliant academic career, during which, through his mastery of the Braille system and the aid given him by readers for the blind, he won high honors in several educational institutions in this country and abroad. At the University of Delaware he made an excellent record for scholarship, and in his junior year was sent to France, where he studied Romanic languages at the Sorbonne and the University of Nancy.

Science Works Wonders In Cleveland School

Sterling School, Cleveland, in the heart of the "roaring third," has laid away its dirk and its "brass knucks," declares the Cleveland Plain Dealer. Sterling has hit the sawdust trail. The paper goes on to explain that over the school a year ago hung the spirit of conflict. Fights were frequent. Home-made dirks in the hands of little boys of seven and eight flashed in the corridors. Brass knuckles and blackjacks came into play. But today harmony reigns. Fighting has ceased. The spirit of amity perches above the door and little girls and boys play and work together in peace. Science wrought the change, Miss Elizabeth S. Keegan, principal, revealed. A course in natural science has been running all year, and the children have become so interested that they no longer want to fight, she said. They have studied nature's laws and learned that cooperation and not conflict is the way to happiness.

Education Is Too Diffuse, Says Olds

Professor George Daniel Olds, whose resignation as president of Amherst College became effective recently, told members of the Amherst Alumni Association of Boston, that "modern education has failed to teach concentration. There has been too much diffuseness in education. I believe that the present tendency is toward individual teaching and toward requirement in certain subjects. Amherst is working toward required courses during the first two years of the college course, and freedom to choose subjects during the last two years. Amherst has always stood for training of mind and body and for something more than this, for the formation of character. Openmindedness is the greatest single agency in character building."

Electrical Course Started for Farmers

Believing that the farmer will better understand electrification when explained by men who know the farming business as well as engineering, the General Electric Company has inaugurated an eight months' course in rural electrification at its Schenectady plant. Five men, born and bred on farms, have been selected for this training, the first of its kind fostered by a large electrical manufacturing company. The course will be carried on under the supervision of the sales training department at Schenectady, established for many years, the facilities of which for teaching both theoretical and practical work are those of a veteran educator in electrical matters.

TREND OF THE TIMES

NATIONAL GAME of Japan is being changed from wrestling to baseball, according to a Japanese correspondent. "The conservative Topknot wrestlers have shifted their devotion to the baseball diamond; the girls' schools have their own teams, the Buddhist priests have formed an enthusiastic "nine" to play the Christian mission school teams, and the Emperor attends the championship games of the Six University League," he said.

AUTO STATISTICS reveal that the United States has one automobile for each five of its citizens. Statistics for the world as a whole show 27,650,267 automobiles in operation at the beginning of the year, or one for each sixty-six of population. In Canada and Hawaii there is one machine to each eleven of population. Ninety-five per cent of all automobiles operating in the world are of American origin.

WAR MATERIALS bill has been adopted by the German Reichstag which forbids the export of certain categories of goods which might be used as instruments of war. The exports problem has long been a thorny one in Germany's negotiations concerning the Allied control of her armament. Under the bill, searchlights, special binoculars and other goods which might be used as instruments of war are forbidden for export.

PERSIAN FINANCIAL adviser, Dr. Millspaugh, an American, has in five years relieved the people of oppressive imposts, paid the army, brought a surplus to the treasury for the first time since Xerxes (or thereabouts) and expanded the Bank of Persia until the year just ended showed deposits, cash, investments, and profits about doubled since 1925.

LENOX FOUNDATION of the New York Public Library has what Dr. A. S. W. Rosenbach, the antiquarian, calls the "actual cornerstone of the structure of American history, worth its weight in radium many times over." It is the only surviving copy of the first two-leaved edition of Columbus's description of his discovery.

POSTAGE STAMPS, ordinarily used for carrying mail, have been issued by enterprising governments to raise large amounts of money for anything from suppressing a grasshopper plague to financing a royal wedding. Last year the Mexican government issued a special stamp, with no carrying power of its own, but its use obligatory on all letters, to pay for a war on grasshoppers and locusts. Ecuador rebuilt its postoffices with special stamps. Portugal raised monuments to national heroes by the same method. In Monaco a special issue helped "celebrate" the marriage of the daughter of the reigning Prince.

MANUFACTURERS, DISTRIBUTORS and consumers save nearly $500,000,000 a year as a result of the program of simplified practice which is now five years old, according to government experts. Co-operation with the Department of Commerce's division of simplified practice has brought about the elimination of needless variety in sizes, dimensions and types of commonplace commodities. Reduction in varieties in some instances reaches over ninety per cent.

UNEMPLOYED DOLES in Soviet Russia will cost the government $40,000,000 this year. In addition, the official Social Insurance Organization, to which every wage earner in Russia belongs, proposes to expend $33,000,000 to combat unemployment during the current twelve months. Migration of the peasants to the cities has raised the number of unemployed in April, 1927, to 1,477,000.

PREVENTION RATHER than punishment is Europe's method of dealing with crime, declares Dr. Louis N. Robinson, of the National Crime Commission, reporting penal institutions in England, Belgium, Holland and Germany. "We Americans seem to think that crime can be held in check by punishing severely an insignificant fraction of our criminals. Europeans believe that it is far more effective to impose reasonably mild penalties on a large proportion of those who offend. Police rather than prisons are relied upon to keep down crime in Europe," he asserted.

AMERICAN WOMEN spent four times as much last year to rule the waves of their hair as Uncle Sam did on new ships to rule the waves of the sea. Women spent $75,000,000 for permanent waves, while the government spent only $16,852,119 for new ships. Miss Harriet Chamberlin of New York told the National School of Cosmeticians in Chicago. Total naval expenditures last year were $317,000,000, against $325,000,000 spent by women on their hair in waves, trims and shampoos," she said.

The BOOK TABLE

WORLD HISTORY IN THE MAKING, 752 pages.

WORLD HISTORY TODAY. By Albert E. McKinley, Ph. D., and Arthur C. Howland, Ph.D., Professors University of Pennsylvania, and Matthew L. Dann, Principal of Richmond Hill High School, City of New York. First volume. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company, Incorporated.

This book is for the ninth and tenth grades. It covers the principal aspects of the development of civilization to the great economic and political revolution with which the eighteenth century closed. To do this adequately in 752 pages is a masterful achievement but it seems to have been done skilfully. At least they have thrown overboard a lot of cumbersome luggage.

The aim has been to treat in some detail such persons, events and institutions as are deemed worthy of mention at all; and thus, by giving sufficient concrete materials, to encourage the pupils to re-live the past. Certain devices have been employed to awaken the interest of pupils, and to aid teachers and pupils in an intelligent use of the book. At the ends of chapters are interpretative summaries which will help the pupils to arrive at valuable generalizations about the facts treated. Projects and problem questions which are given after each chapter are designed to encourage not a memorizing of the text, but thoughtful reactions on the part of the pupils to the material presented in the chapter. Brief lists of references for collateral reading and topical study are chosen from works which will stimulate a wider interest in historical literature. Appended to many of the chapters are short extracts from the sources, giving a contemporary flavor to the account in the text. A novel feature, widely used in language texts, but never before applied to a history book, is found in the localized helps inserted at the ends of sections. These questions or suggestions are designed to keep pupils mentally alert when studying the text. They require an immediate mental reaction to the incidents noted.

PRE-SCHOOL EDUCATION. A Historical and Critical Study. By Isse Forest, Ph. D., Iowa State Teachers College. Cloth. 413 pages. New York: The Macmillan Company.

This is a serious attempt to help the family to function effectively in the creation of a less criminal nation.

It is no longer sensible to tell what the family ought to do unless we see to it that it does what it ought to do. We have had the motto "Learn to do by doing" in the teaching of school children to use their hands in the school workshop, now we must magnify that slogan by insisting that families do what the preacher and moralist say they should do. This is an immense problem. None is greater.

The school must be a directing and inspiring force in the family life of the country. Teacher-training must magnify this community service and teachers must use parent-teacher associations and all other agencies for the promotion of a family life that will prepare young children for the service of the school.

This book presents the first intelligent and attractive account of the family as an evolution, of social changes in the family attitude toward children, of the various attempts in Europe and America to counteract the influences that tend to destroy the parent-child relation without which there can be no adequately efficient family life.

Parent-Teacher Associations will do well to organize a campaign to have this book read masterfully by every teacher in America. It should be read by parents as a reading circle book and discussed by them in their meetings. This is no holiday affair, the saving of the parent-child relation in the family life of the country.

HOW THE INDIANS LIVED. With Silent-Reading Exercises. By Frances R. Dearborn, Los Angeles City Schools. Illustrated by H. Boylston Dummer. Cloth. 200 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Books about Indians are numerous, and there will surely be others to follow, but we have seen none which seem to have been created by children of the second grade. Miss Dearborn says each chapter heading and often the spirit of the chapter resulted from asking second-grade children: "If you were an Indian of the early times, what might be some of the problems you would have to face?"

The plan of the book is to have children read a chapter carefully and silently two or three times and then talk about it. The teacher is supposed to let the children do the talking, select the things they talk about.

Children who read this book in this way will know a lot about "How the Indians Lived," and will not forget it.

TEACHING IN THE INTERMEDIATE GRADES. A Study of Curricula and Methods of Teaching in Grades Four, Five and Six. By Dr. George Earl Freeland, Roxana Morton Adams, and Katherine Hedges Hall, all of State Teachers' College, San Jose, California. 400 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

The San Jose State Normal School, which is now a State Teachers' College, was born of the Oswego spirit, the professionally Pestalozzian spirit which functioned on the theory that the school was for the child rather than for the subject. It magnified the theory or philosophy of teaching rather than on demonstration of ability to get definite results. San Jose was the first school west of the Missouri to magnify the professionalizing of teaching, the first to breathe the Rousseau idealism.

Although this shaded off into emphasis of the art of demonstrating skill in teaching, it has always had more of the spirit of Oswego than any other school on the Pacific Coast.

It has been cause of regret that San Jose has produced so little literature. In fact this is the nearest approach San Jose has made to a revelation of the spirit of Oswego.

While Dr. Freeland and his associates devote much of their space to telling how to teach there is all through the book the thought of the effect upon the child beyond his ability to do the specific things he has been taught to do.

Having known the San Jose school, its principals and many of its teachers for forty years, I have personal reasons for rejoicing in the publication of this book.

STAR BRIGHT. A Sequel to "Captain January." By Laura E. Richards. Boston: L. C. Page Company.

Nothing written by any one now living has meant quite as much to me as "Captain January," and the fascination of that story has been passed on to "Star Bright." The reviewers say that as a work of art this sequel to "Captain January" excels the former. We are not competent to pass upon that question, but we have seen nothing in a long time that we appreciate and enjoy as we have enjoyed this. We are sure that any lover of "Captain January" will love "Star Bright."

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GRINS BETWEEN GRINDS

Oh, That's Different!

Auto Tourist—"I clearly had the right-of-way when this man ran into me, and yet you say I was to blame."

Officer—"You certainly were."

Autoist—"Why?"

Officer—"Because his father is mayor, his brother is chief of police, and I go with his sister."

Foresight

"I told you not to go swimming."

"But the other boys pushed me in!"

"Then 'ow is it that your clothes aren't wet?"

"Well, when they said they were goin' to push me in, I took 'em off."—London Passing Show.

Her Sweet Revenge

Mrs. A—"That woman next door bought a hat exactly like mine."

Husband—"And now I suppose you won't speak."

Mrs. A—"Not after she finds I've given mine to her cook."—Boston Transcript.

'Course He Knows

Little Nelly told little Anita what she termed a "little fib."

Anita—"A fib is the same as a story, and a story is the same as a lie."

Nelly—"No, it's not."

Anita—"Yes, it is, because my father said so, and my father is a professor at the university."

Nelly—"I don't care if he is. My father is a real-estate man and he knows more about lying than your father."

Try It and See

"Children," said the teacher to his pupils, "you should be able to do anything equally well with either hand. With a little practice you will find it just as easy to do anything with one hand as it is with the other."

"Is it?" inquired the urchin at the foot of the class. "Let's see you put your left hand in the right-hand pocket of your trousers."

Wants vs. Needs

"Now, doc," said the patient who wasn't so very sick, "I want you to get me a nurse. What I want is a nurse with golden hair, blue eyes, pretty figure and melodious voice."

"You don't want a nurse," retorted the doctor with some authority. "What you want is a front seat at a musical comedy."

Ha, Ha! Now What!

Office Boy—"Boss, my grandmother died and I——"

Boss—"Don't tell lies, my boy; I'm taking your grandmother to a dance tonight."

Comforting

"Did you read the president's message, Pat?"

"No, I did not."

"Sure, ye ought. He gives good news of Uncle Mike and his family in ould Ireland."

"Does he, though? An' phat does he he say av thim?"

"Sure, he says our foreign relations are all right."

Pretty and Expensive

"What a pretty name your maid has!" remarked the visitor.

"Oh, that isn't her real name," was the reply; "we call her 'Dawn' because she's always breaking!"

O Yes!

Teacher—"Surely, you know what the word 'mirror' means, Robert After you've washed, what do you look at to see if your face is clean?"

Robert—"The towel, sir!"

He Just Wasn't

First Art Student: "How did your intelligence test come out? I suppose they found your mental age about 12."

Second Art Student: "They claimed I hadn't even been born."

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JOURNAL MAIL BAG

Report Cards

Editor, Journal of Education:—

In December, 1926, the superintendent of schools appointed a committee to revise the system of report cards for the Revere schools. The committee, composed of seven members, represented the elementary, junior high, and senior high schools.

The problem was to make a set of report cards which would represent the greatest possible improvement over the system then in use, and be of the greatest value to the school system. The committee decided upon the following criteria by which to judge the value of report cards.

I. Degree of objectivity of measurement to be recorded.

II. Relative number of subjective measurements to be recorded.

III. Degree of positiveness and clarity of statements and terms to be used.

IV. Degree of attainment of purposes of report cards, i. e., records, information, suggestion, and guidance for pupils, teachers, supervisors, and parents, and for the purpose of office records.

V. Degree of brevity consistent with the above.

VI. Convenience of size.

The method used was objective, judging of material collected and suggestions received, by applying the criteria.

The committee as a result of a questionnaire received samples of report cards from city school systems in several states. Suggestions were received from the personnel of the teaching and supervisory force of Revere.

Reports were made by those on the committee connected with the various departments on the requirements for their particular needs.

Application of the criteria through the process of elimination greatly reduced the number of sample cards and suggestions. A considerable number of cards or folders contained a varying number of features which met the requirements of the criteria, but in the judgment of the committee none of them met them all. Too many things were included in which the teachers' measurements must be subjective rather than objective, i. e., the measurements depended upon the varying judgments of teachers and could not be verified by objective tests or by the application of criteria. Statements and terms used were beyond the comprehension of the parents.

They were vague. One such was the use of "major and minor" in the high school cards.

The value of citizenship in the respective grades and a comprehensive meaning of the term required much discussion before it was perfected to the satisfaction of the committee. Five sets of cards were adopted by the committee:—

(1) for grades one, two, three.
(2) for grades four, five, six.
(3) for junior high school.
(4) for senior high school.
(5) for junior and senior high school record card.

Ruth E. Annis.
Assistant Principal,
Revere, Mass.

Meetings To Be Held

SEPTEMBER.

6-9: Massachusetts State Normal School Teachers Association: Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

26-October 1: National Safety Council: William H. Cameron, 108 East Ohio Street, Chicago, Illinois; Chicago, Illinois.

OCTOBER.

3-7: Playground and Recreation Association of America: Howard S. Braucher, 315 Fourth Avenue, New York City: Memphis, Tennessee.

12-14: Wyoming State Teachers Association: B. H. McIntosh, Cheyenne H. S., Cheyenne, Wyo.; Cheyenne, Wyo.

13-15: Vermont Women Teachers Club: Thelma L. Hoyt, Burlington, Vt.; Burlington, Vt.

20-22: Indiana State Teachers Association: Charles O. Williams, 205 Hotel Lincoln, Indianapolis, Ind.; Indianapolis, Ind.

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20-22: Northeast Missouri District Teachers Association, Kirksville, Missouri: H. G. Swanson, Sec'y., Kirksville.

20-22: Utah Education Association: D. W. Parratt, 317 State Capitol, Salt Lake City, Utah; Salt Lake City, Utah.

21: Franklin County Teachers Association at Greenfield, Mass. Ernest L. Lawton, president.

21-22: New Hampshire State Teachers Association: Florence H. Hewitt, 24 Chauncey St., Portsmouth, N. H.; Concord, N. H.

24-29: Washington Education Association: Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Wenatchee and Longview, Wash.

27-28: Illinois State School Board Association; Mrs. G. A. Stover, Oak Park, Illinois; Urbana, Illinois.

28-29: Council of Education of the State of New Jersey: J. Howard Hulsart, Dover, N. J.; Newark, N. J.

27-29: Rhode Island Institute of Instruction: Clarence W. Bosworth, 33 Blackamore Avenue, Eden Park; Providence, R. I.

29: Secondary School Examination Board: Francis L. Lavertu, Hill School, Pottstown, Pa., vicinity of Boston, Mass.

NOVEMBER.

2: National Committee for Mental Hygiene: Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

3-5: Iowa State Teachers Association: Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

3-5: Kansas State Teachers Association: F. L. Pinet, Topeka, Kansas; Topeka, Wichita, Salina and Pittsburg, Kansas.

3-5: Wisconsin Teachers Association: E. G. Doudna, 717 Beaver Building, Madison, Wis.; Milwaukee, Wis.

4: Iowa Association of Teachers of English: Mary Maude Shuell, 650 16th St., Des Moines; Des Moines, Iowa.

5: Wisconsin Association of Mathematics Teachers: Ada M. Parsons, W. Division H. S., Milwaukee, Wis.; Milwaukee, Wisconsin.

5: Women's Educational and Industrial Union: Leah Tapper Cadbury, 264 Boylston St., Boston, Mass.; Boston, Mass.

9-12: Missouri Society of Teachers of History and Government; Lottie Huff Soldan High School, St. Louis, Mo.; St. Louis, Mo.

9-12: Missouri State Teachers Association: E. M. Carter, Columbia, Mo.; St. Louis, Mo.

10-11: Annual Meeting of Illinois Vocational Home-Making Teachers, Sherman Hotel, Chicago.

11-12: Vocational Conference of the Illinois Home Economics Association, joint meeting with Illinois Society for Vocational and Practical Arts Association, Sherman Hotel, Chicago.

10-12: Minnesota Education Association: C. G. Schulz, 919 Pioneer Building, St. Paul, Minn.; Minneapolis, Minn.

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